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ABSTRACT

Designed and programmed by the staff of the Courseware and Curriculum Applications (CCA) Group (a unit of the Computer-Based Education Research Laboratory at the University of Illinois at Urbana-Champaign), this instructor's guide describes a computer-based spelling curriculum designed to help adult and adolescent students learn basic rules of spelling and to master some of the more commonly misspelled words. The guide outlines five units of instructional materials. The first unit has four lessons on common spelling rules: final e, doubling, adding prefixes and suffixes, and changing y to i. The second through fifth units provide drill on commonly misspelled words that do not necessarily follow regular spelling rules, with 30 words in three groups of 10 in each of these four lessons. Each unit of the guide contains a pretest and computer instruction. Each lesson in the guide gives the lesson's file name, authors, author affiliation, and objectives; describes the lesson and interactions; and notes the intended audience, completion time, and associated lessons. An appendix lists the files used in this guide. (SR)

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ED319010

CS

Instructor's Guide

CCA Basic Skills

SPELLING

Curriculum

Courseware & Curriculum Applications
Computer-based Education Research Laboratory
University of Illinois at Urbana-Champaign

April 1990

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INSTRUCTOR'S GUIDE TO THE CCA BASIC SKILLS SPELLING CURRICULUM

April 1990

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PREFACE

Description of Spelling Curriculum

The *CCA Basic Skills Spelling Curriculum* was designed and programmed by the staff of the Courseware & Curriculum Applications (CCA) Group, a unit of the Computer-based Education Research Laboratory (CERL), University of Illinois at Urbana-Champaign.

This curriculum is designed to help adolescent and adult students learn basic rules of spelling and to master some of the more commonly misspelled words.

Overview of Lessons in the Spelling Curriculum

This curriculum is composed of five units of instructional materials. Each unit consists of a pretest and computer instruction. Unit 1 also includes a posttest. Because of the mastery-based nature of the *Whole Word Spelling I-IV* lessons, pretests but no posttests are given in Units 2 through 5. If students do not pass a pretest, they are assigned appropriate lessons targeted to their needs. Failing a posttest, students wait for teachers to assign or reassign work.

The first unit has four lessons on common spelling rules: *Final E, Doubling, Adding Prefixes and Suffixes,* and *Changing Y to I.*

Final E teaches students when to drop a final *e* and when to keep it before adding a suffix. *Doubling* teaches students when to double the last letter of a word before adding a suffix, and when to leave a single consonant. The lesson *Adding Prefixes and Suffixes* helps students learn how adding a prefix or suffix can change the meaning of the root word; it also teaches students to recognize prefixes, suffixes, and root words. *Changing Y to I* teaches students when to change a final *y* to *i* before adding an ending, and when to leave the *y* as it is.

This first unit has tracked pretests and posttests, so that students study only the rules they need to practice.

The second through fifth units provide drill on commonly misspelled words that do not necessarily follow regular spelling rules. There are 30 words in three groups of 10 in each of the four lessons.

Rationale for the Basic Skills Spelling Curriculum

Individualized instruction. In these lessons, the computer continually adjusts instruction to meet the needs of individual students. Feedback from students causes the program to determine whether more instruction on each rule is or is not necessary.

Mastery-based instruction. As students learn new rules and skills, they apply them to a wide range of contexts. The program is capable of generating multiple variations on each rule to ensure that students have whatever amount of practice they need to master each application. New items are generated until both short-term and long-term mastery are indicated. The result is that students have ample opportunity to generalize from the instruction. Thus, there is greater likelihood that they will remember and apply the new rules and skills they have been taught.

Efficiency. The computer system manages the evaluation of pretests and posttests, keeps track of which exercises individual students need more practice with, and provides directions to students who are new to computer-based instruction.

Invitation to Instructors and Students

The Courseware & Curriculum Applications Group invites your comments and suggestions on this documentation and on the lessons in the *Instructor's Guide to the CCA Basic Skills Spelling Curriculum.* You may be interested in other guides in the basic skills series, or in guides containing curricula at the high school level:

Instructor's Guide to the CCA Basic Skills Reading Comprehenion Curriculum
Instructor's Guide to the CCA Basic Skills Mathematics Curriculum
Instructor's Guide to the CCA Basic Skills Language Arts Curriculum
Instructor's Guide to the CCA High School Social Science Curricula:
U.S. Government, U.S. History, and Economics
Instructor's Guide to the CCA High School Science Curricula:
Earth Science, Biology, and Physical Science

Guides in press:

Instructor's Guide to the CCA High School Mathematics Curricula:
General Mathematics, Pre-Algebra, Algebra I, Algebra II, and Calculus
Instructor's Guide to the CCA High School English Curricula:
English I - III, Study Skills, and Thinking Skills

Acknowledgements

Joan Phebus formatted and printed this documentation guide. We thank her for her excellent skills and careful attention to detail. Dorothy O'Connell was the primary editor for the material within this guide, and Dorothy Silver lent valuable time and attention to the finalizing of this material.

Lesson **Final E Rule**

File *finale*

Authors Robert C. Dixon
Albert C. Liu
Martin A. Siegel

Author Affiliation Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objectives

- To teach or reinforce the difference between vowels and consonants.
- To learn to drop the final *e* from a word when the suffix begins with a vowel.
- To learn not to drop the final *e* from a word when the suffix begins with a consonant.
- To learn to change the *y* to an *i* at the end of words before adding a suffix that does not begin with *i*.

Description This three-part lesson teaches students when to drop the final *e* in a word before adding suffixes (see Figure 1). It also teaches students how to treat a final *y* when suffixes are added.

Interaction

- First, the lesson makes sure that students can distinguish between vowels and consonants (see Figure 2). Then, students see a model explaining why *e* is dropped, and they practice with interactive models, answering simple yes/no questions. Students learn to spell out the combined root word and suffix.
- When students answer incorrectly, the lesson reteaches the rule for the specific suffix they are dealing with (see Figure 3). Then students try the same example again. After three consecutive incorrect answers, the lesson gives the correct answer and returns the item to the queue for future review.
- Students type the root word with its suffix. The program does not use multiple-choice format to check correct spelling.
- If students miss an item, similar items recur at increasing intervals to ensure that students master each concept.
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

ADD THE WORD PARTS
believe + able = believeable
The suffix able begins with a vowel letter,
so you have to drop the e.
Press LAB to try again.
HELP is available
SHIFT-DATA to replot

Figure 1

Figure 2

Here's a rule about dropping the final e
from a word:
Drop the final e from a word when the suffix
begins with a vowel letter.
We'll add the suffix er to love.
love + er = ?
Does the suffix er begin
with a vowel letter? n
The suffix er begins with the letter e,
which is a vowel letter.
LAB
SHIFT-DATA to replot

Figure 3

Lesson **Doubling Rule**

File *doubling*

Authors Robert C. Dixon
Albert C. Liu
Martin A. Siegel

Author Affiliation Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objectives

- To review which letters are vowels and which are consonants.
- To teach that the *cvc (consonant/verb/consonant)* pattern at the end of a word requires doubling the last consonant before adding a suffix beginning with a vowel.
- To teach that the *cvc (consonant/verb/consonant)* pattern at the end of a word does not require doubling the last consonant before adding a suffix beginning with a consonant.
- To teach when *y*, *w*, and *u* are vowels and when they are consonants.
- To teach how a final *y*, *w*, or *u* affects doubling.
- To teach how a final *x* affects doubling.
- To teach students how to deal with the suffix *y*, which is a vowel.

Description This seven-part lesson teaches the student when to double the last letter of the root word before adding a suffix.

Emphasis is placed upon recognizing the vowel-consonant patterns in words (see Figure 1) in order to determine whether the last letter is doubled. The pattern *consonant-vowel-consonant* for the last three letters requires that the last letter of a word be doubled when adding a suffix that has a vowel as its first letter (see Figure 2). However, if the suffix begins with a consonant, doubling is not done.

Students also learn that the letters *u*, *w*, and *y* are sometimes vowels and sometimes consonants, depending upon their position in the root word. Students learn how to treat these final letters before adding suffixes.

When *x* is the final letter of a word, since it has two consonant sounds (*k* and *s*), it is not doubled.

Interaction

- Students type in the root word with its suffix. The program does not use multiple-choice format to check correct spelling.
- When students answer incorrectly, the lesson reteaches them the rule for the specific suffix they are dealing with. Then students try the same example again. After three incorrect answers in a row, the lesson gives the correct answer and returns the item to the queue for future review.

- If students miss an item, similar items recur at increasing intervals to ensure that students master each concept.
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

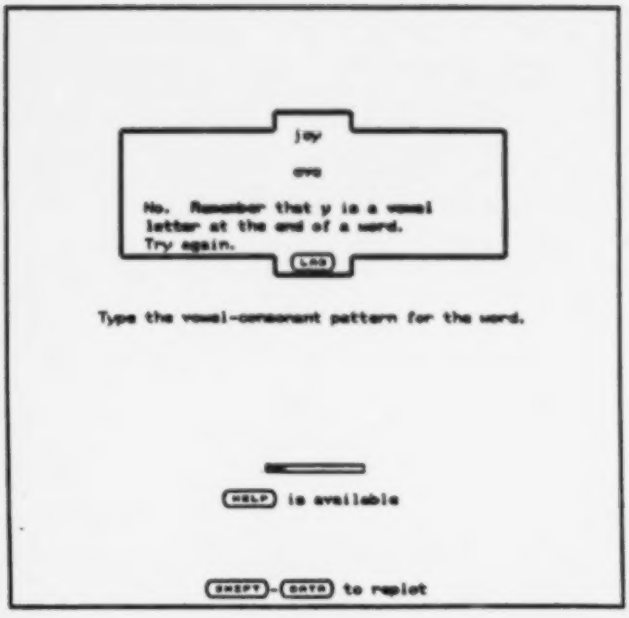
joy
cvc
No. Remember that y is a vowel letter at the end of a word. Try again.
ENT
Type the vowel-consonant pattern for the word.
HELP is available
SHIFT-DATA to replot

Figure 1

Double when cvc + v
ADD THE WORD PARTS
star + ed = stared
Star ends cvc and ed begins with a vowel letter, so you have to double the r.
Press ENT to try again.
HELP is available
SHIFT-DATA to replot

Figure 2

Lesson **Y to I Rule**

File *ytoi*

Authors Robert C. Dixon
David A. Fuller
Albert C. Liu
Martin A. Siegel

Author Affiliation Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objectives

- To teach when to change final *y* to *i*.

  If the letter before the *y* is a consonant, then change *y* to *i*.
  If the letter before the *y* is a vowel, then do not change *y* to *i*.

- To teach the exception to the above rule. Don't change the *y* to *i* before adding *ing*.

- To give students practice spelling.

Description This six-part lesson teaches students when the letter *y* changes to *i* before adding a suffix to the root word. Students study models before practicing the rules.

The lesson begins with a test to make sure that students can distinguish between *consonant-and-y* and *vowel-and-y* endings. If students miss several of these, they are routed to a mini-drill that teaches discrimination between vowels and consonants.

Students practice using words with suffixes in both single-word and sentence drills. When an incorrect response is given, students are taught the appropriate rule for that suffix again (see Figures 1, 2, and 3).

Interaction

- Students type in the root word with its suffix. The program does not use multiple-choice format to check correct spelling.

- The HELP key is available during drills for students who wish to review the rule for the suffix they are dealing with.

- If students miss an item, similar items recur at increasing intervals to ensure that students master each concept.

- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

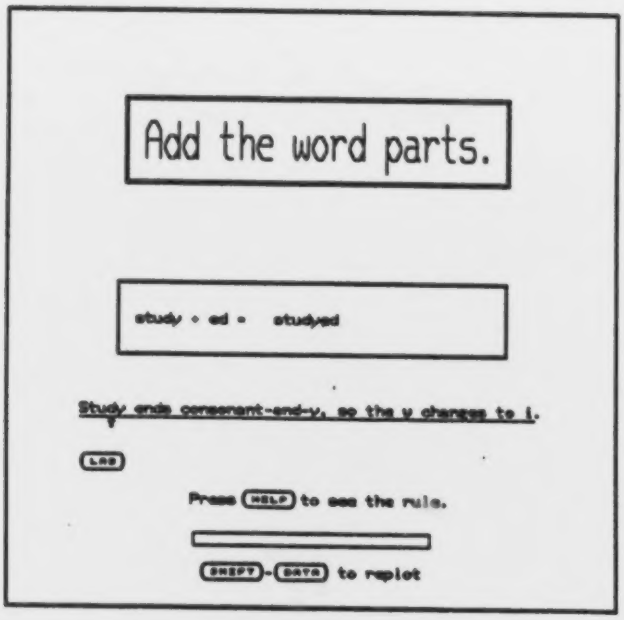
Add the word parts.
study + ed = studyed
Study ends consonant-and-y, so the y changes to i.
LAB
Press HELP to see the rule.
SHIFT-DATA to replot

Figure 1

Spell out the word from the list that fits the sentence.
Jim's roommate is the noisyest eater I've ever heard.
duty + es
hurry + ing
noisy + est
inquiry + es
Noisy ends consonant-and-y, so the y changes to i.
LAB
SHIFT-DATA to replot

Figure 2

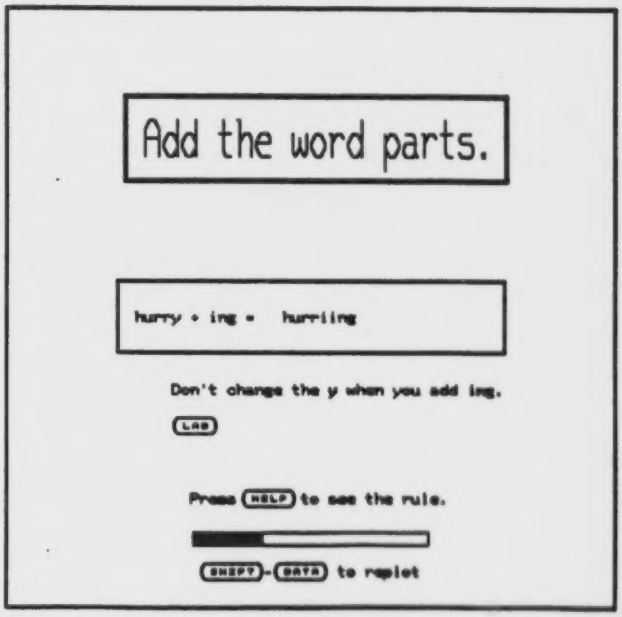

Figure 3

Lesson **Prefixes and Suffixes**

File *affixes1*

Authors Robert C. Dixon
Peter K. Zelchenko
Martin A. Siegel

Author Affiliation Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objectives

- To learn the meanings of 12 prefixes: *dis, un, bi, in, de, im, pre, re, mis, sub, ex,* and *non.*
- To learn to add those 12 prefixes to words.
- To learn the meanings of 12 suffixes: *ful, ness, or, ment, ly, ing, er, less, able, est, en,* and *ed.*
- To learn to add those 12 suffixes to words.

Description This five-part lesson introduces the concept that prefixes and suffixes have meanings of their own (see Figure 1), and that they change the meaning of words to which they are added.

Students create new words according to meaning by adding affixes to root words (see Figure 2).

This lesson also teaches that some combinations of letters are not prefixes. For example, the *pre* in *preach* is not a prefix, but the *re* in *reappear* is a prefix (see Figure 3).

Interaction

- Students type their answers to lesson questions. Typing words helps students remember them.
- If students miss an item, similar items recur at increasing intervals to ensure that students master each concept.
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

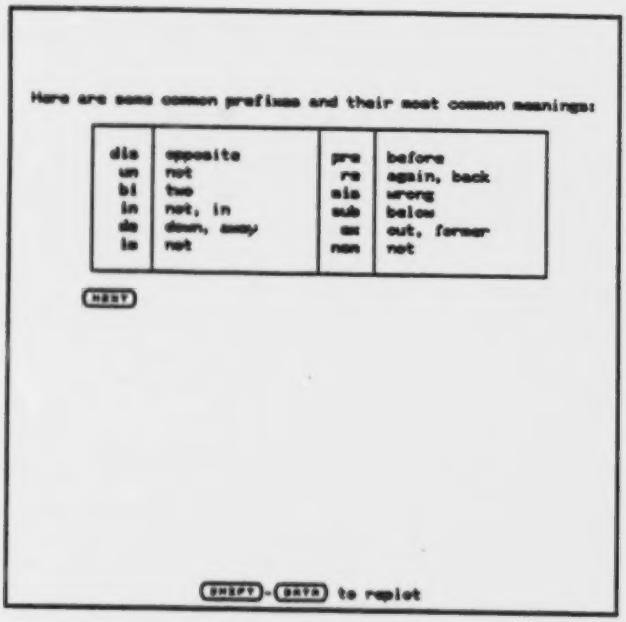

Figure 1

Figure 2

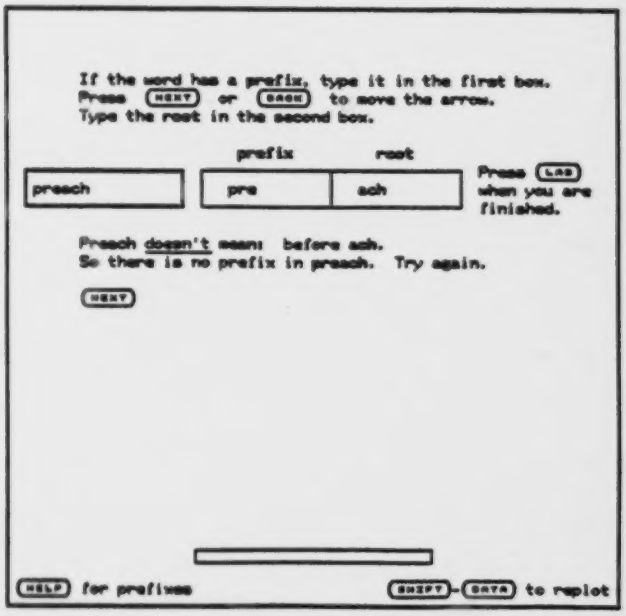
If the word has a prefix, type it in the first box.
Press NEXT or BACK to move the arrow.
Type the root in the second box.
prefix
root
preach
pre
ach
Press LAB when you are finished.
Preach doesn't mean: before ach.
So there is no prefix in preach. Try again.
NEXT
HELP for prefixes
SHIFT-DATA to replot

Figure 3

Lesson **Whole Word Spelling I**

File *spell1*

Authors Robert C. Dixon
Albert C. Liu
Dorothy Z. Silver
Martin A. Siegel

Author Affiliation Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objective To learn to spell correctly the 30 words listed below.

Description This lesson teaches students to spell 30 common words:

acquire	forty	separate
annual	government	seize
athlete	grammar	signature
autumn	guitar	sophomore
belief	humorous	suspicion
believe	leisure	syllables
captain	listen	thoroughly
confidence	ninth	village
embarrassing	probably	visitors
expensive	scarf	wealthy

Students are presented with multiple-choice formats and asked to identify misspelled words. Words that are not identified correctly are returned to the queue for further review.

After identifying the misspelled word, students must type the word correctly.

Students are encouraged to master the spelling words through a reward system. They gain points for answering correctly the first time, and they lose points for all incorrect answers (see Figures 1 and 2).

If students answer correctly all of the questions in this lesson, they are inducted into the *Hall of Fame* and allowed to play *Hangman* for up to six minutes. The words for the game are taken from the spelling word list (see Figure 3).

Interaction

- A combination of multiple-choice and type-in-the-answer drills is used to give students the most practice with the spelling words they are learning.
- If students miss an item, the same item recurs at increasing intervals to ensure that students master each one.
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

- In the final spelling test of Unit 2, no immediate feedback is given on correct and incorrect answers. At the end of the 30-item spelling test, students are given their scores and a list of the words they have missed. It is suggested that students write down those words for more study.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

Associated Lessons Whole Word Spelling II-IV

This lesson will teach you how to spell several words that most people have trouble spelling.
You can earn or lose points in this lesson.
The first time you correctly identify a misspelled word, you earn 5# points.
The first time you correctly spell a misspelled word, you earn 10# points.
You will lose points for any error you make.
If you are working on a word you've had before in a session, you can't earn any points, but you can lose points for making an error.
This only happens when you've made mistakes, so work as carefully as you can.
You may repeat sessions as often as you like in order to improve your score.
NEXT
SHIFT-DATA to replot

Figure 1

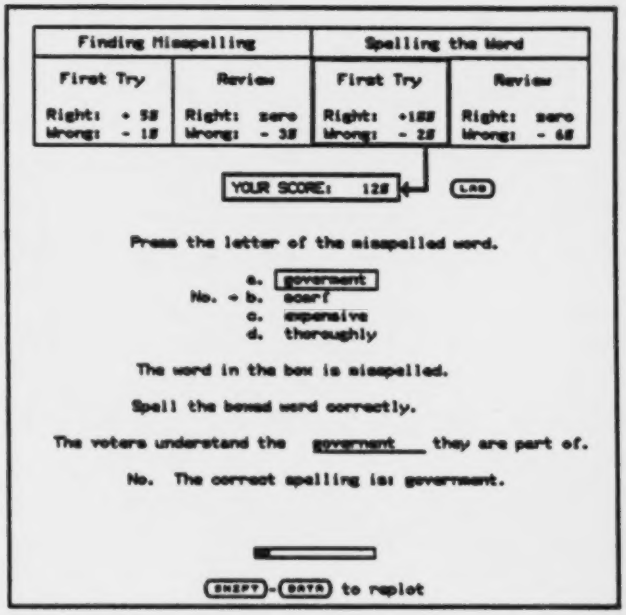

Figure 2

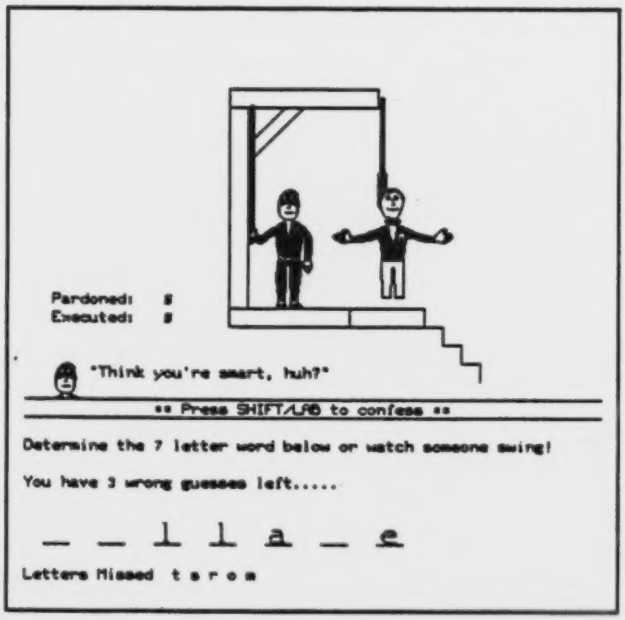
Pardoned: 5
Executed: 3
"Think you're smart, huh?"
** Press SHIFT/LAB to confess **
Determine the 7 letter word below or watch someone swing!
You have 3 wrong guesses left.....
_ _ l l a _ e
Letters Missed t s r o m

Figure 3

Lesson ## Whole Word Spelling II

File *spell2*

Authors Robert C. Dixon
Albert C. Liu
Dorothy Z. Silver
Martin A. Siegel

Author Affiliation Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objective To learn to spell correctly the 30 words listed below.

Description This lesson teaches students to spell 30 common words:

apparently	diamonds	oxygen
approval	drowned	patient
assist	existence	precious
attendance	faucet	receive
calendar	February	ridge
catch	friend	sergeant
caught	height	tournament
column	island	twelfth
country	jewelry	unconscious
criticism	occasion	Wednesday

Students are presented with multiple-choice formats and asked to identify misspelled words. Words that are not identified correctly are returned to the queue for further review.

After identifying the misspelled word, students must type the word correctly. Appropriate feedback is provided for errors (see Figure 1) and the word is returned later (see Figure 2).

Students are encouraged to master the spelling words through a reward system. They gain points for answering correctly the first time, and they lose points for all incorrect answers.

If students answer correctly all of the questions in this lesson, they are inducted into the *Hall of Fame* and allowed to play *Hangman* for up to six minutes. The words for the game are taken from the spelling word list (see Figure 3).

Interaction

- A combination of multiple-choice and type-in-the-answer drills is used to give students the most practice with the spelling words they are learning.
- If students miss an item, the same item recurs at increasing intervals to ensure that students master each one.
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

- In the final spelling test of Unit 3, no immediate feedback is given on correct and incorrect answers. At the end of the 30-item spelling test, students are given their scores and a list of the words they have missed. It is suggested that students write down those words for more study.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

Associated Lessons Whole Word Spelling I, III, and IV

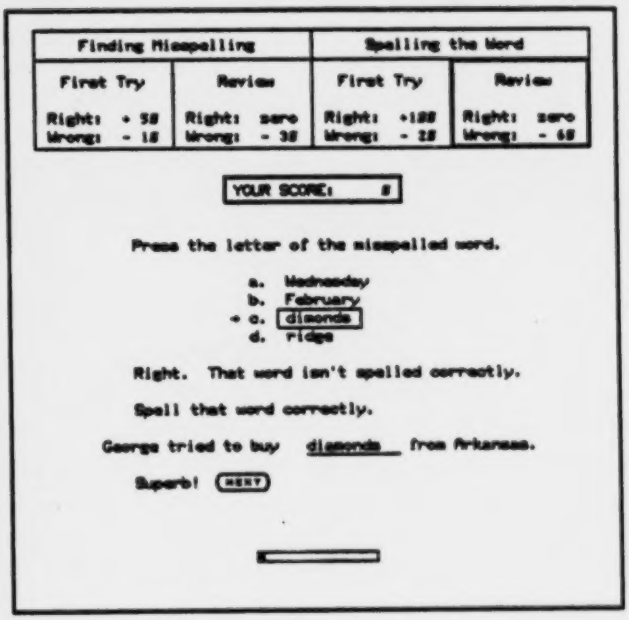

Figure 1

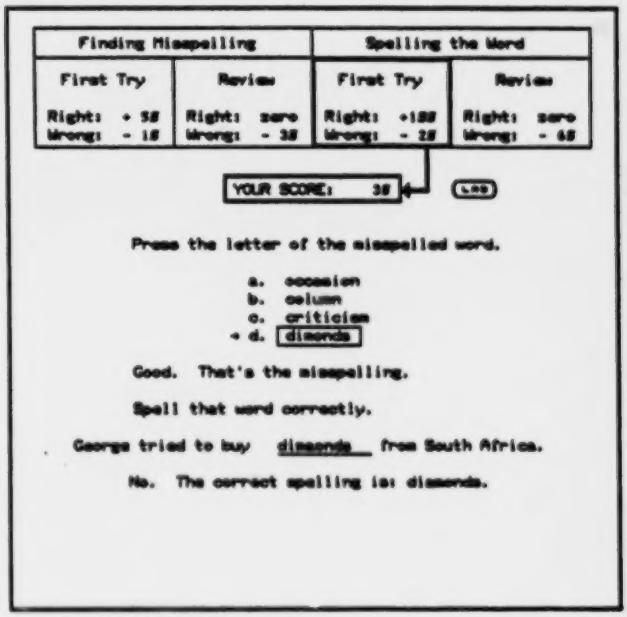

Figure 2

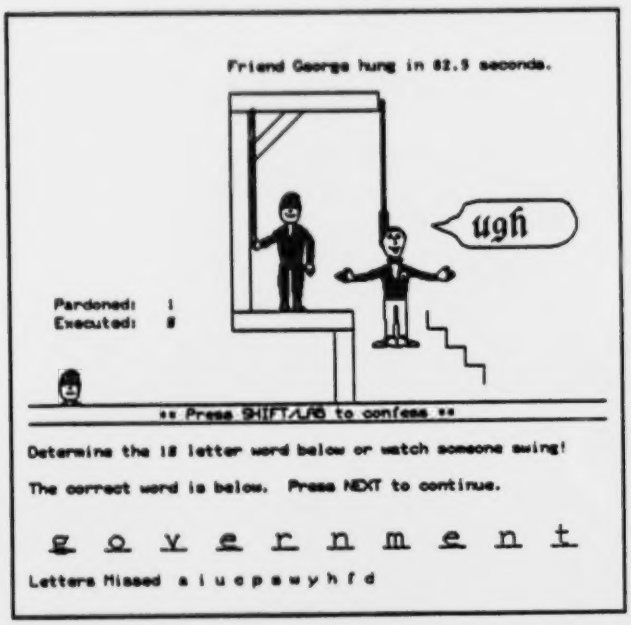
Friend George hung in 82.5 seconds.
ugh
Pardoned: 1
Executed: #
** Press SHIFT/F6 to confess **
Determine the 18 letter word below or watch someone swing!
The correct word is below. Press NEXT to continue.
g o v e r n m e n t
Letters Missed a i u c p s w y h f d

Figure 3

Lesson ## Whole Word Spelling III

File *spell3*

Authors Robert C. Dixon
Albert C. Liu
Dorothy Z. Silver
Martin A. Siegel

Author Affiliation Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objective To learn to spell correctly the 30 words listed below.

Description This lesson teaches students to spell 30 common words:

attitude	gambling	scenery
before	ignorance	secretary
bicycle	listening	session
broken	marvelous	subtle
campaign	meant	suppose
certainly	mineral	suspense
command	particular	terrible
duty	practice	though
finally	rattle	twenty
forfeit	receipt	volunteer

Students are presented with multiple-choice formats and asked to identify misspelled words. Words that are not identified correctly are returned to the queue for further review.

After identifying the misspelled word, students must type the word correctly.

Students are encouraged to master the spelling words through a reward system. They gain points for answering correctly the first time, and they lose points for all incorrect answers.

If students answer correctly all of the questions in this lesson, they are inducted into the *Hall of Fame* and allowed to play *Hangman* for up to six minutes. The words for the game are taken from the spelling word list (see Figure 1).

Interaction

- A combination of multiple-choice and type-in-the-answer drills is used to give students the most practice with the spelling words they are learning (see Figures 2 and 3).
- If students miss an item, the same item recurs at increasing intervals to ensure that students master each one.
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

- In the final spelling test of Unit 4, no immediate feedback is given on correct and incorrect answers (see Figure 4). At the end of the 30-item spelling test, students are given their scores and a list of the words they have missed. It is suggested that students write down those words for more study.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

Associated Lessons Whole Word Spelling I, II, and IV

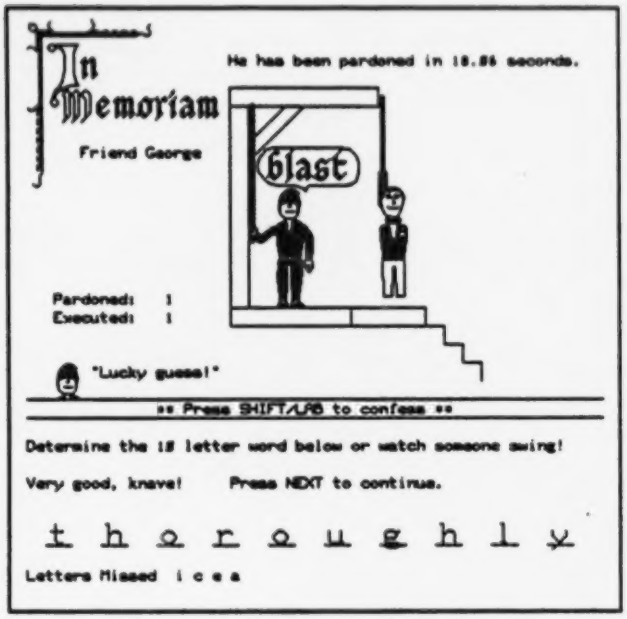
In Memoriam
Friend George
He has been pardoned in 18.86 seconds.
blast
Pardoned: 1
Executed: 1
"Lucky guess!"
** Press SHIFT/A/B to confess **
Determine the 18 letter word below or watch someone swing!
Very good, knave! Press NEXT to continue.
t h o r o u g h l y
Letters Missed i c e a

Figure 1

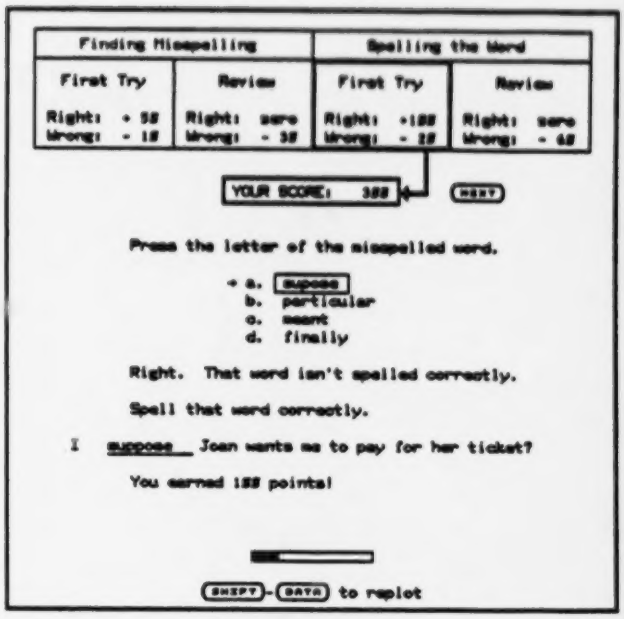

Figure 2

Figure 3

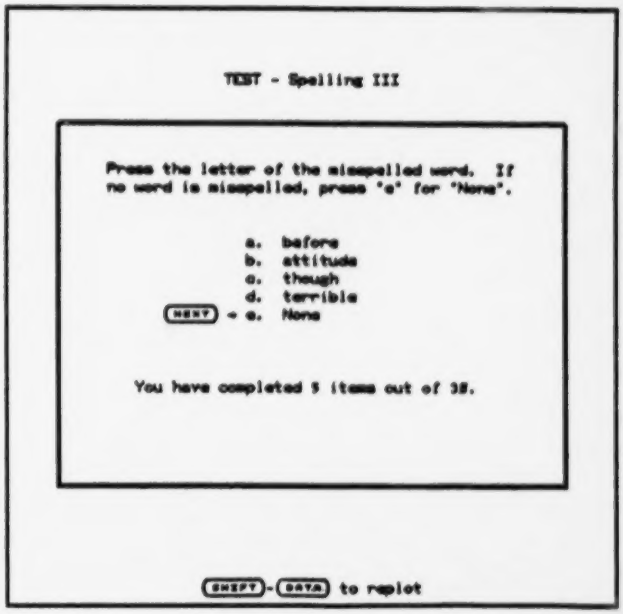
TEST - Spelling III
Press the letter of the misspelled word. If no word is misspelled, press 'e' for 'None'.
a. before
b. attitude
c. though
d. terrible
NEXT → e. None
You have completed 5 items out of 38.
SHIFT-DATA to replot

Figure 4

Lesson **Whole Word Spelling IV**

File *spell4*

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Objective To learn to spell correctly the 30 words listed below.

Description This lesson teaches students to spell 30 common words:

aquarium	dealer	prairie
arithmetic	dictionary	recently
arrival	director	religious
article	dissolve	sympathy
casual	efficient	telephone
celery	equator	university
champion	evidence	vegetables
chief	miracle	vehicle
collar	opposite	victory
courageous	poisonous	visible

Students are presented with multiple-choice formats and asked to identify misspelled words. Words that are not identified correctly are returned to the queue for further review.

After identifying the misspelled word, students must type the word correctly.

Students are encouraged to master the spelling words through a reward system. They gain points for answering correctly the first time, and they lose points for all incorrect answers (see Figures 1 and 2).

If students answer correctly all of the questions in this lesson, they are inducted into the *Hall of Fame* and allowed to play *Hangman* for up to six minutes. The words for the game are taken from the spelling word list (see Figure 3).

Interaction

- A combination of multiple-choice and type-in-the-answer drills is used to give students the most practice with the spelling words they are learning.
- If students miss an item, the same item recurs at increasing intervals to ensure that students master each one.
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

- In the final spelling test of Unit 5, no immediate feedback is given on correct and incorrect answers. At the end of the 30-item spelling test, students are given their scores and a list of the words they have missed. It is suggested that students write down those words for more study.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

Associated Lessons Whole Word Spelling I-III

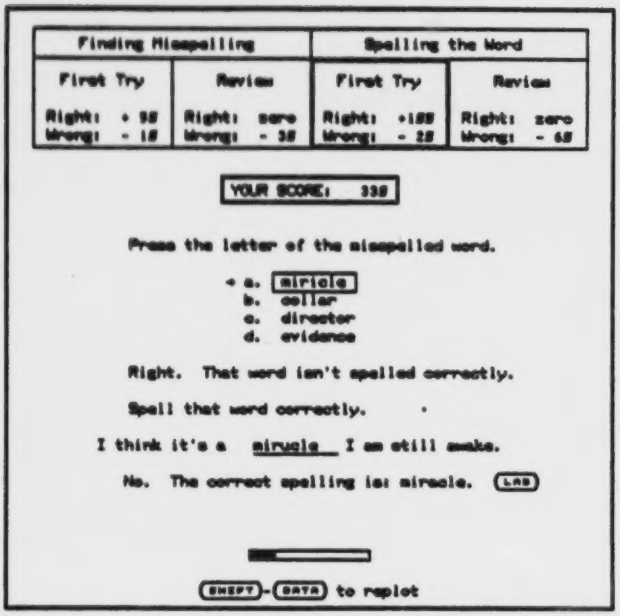

Figure 1

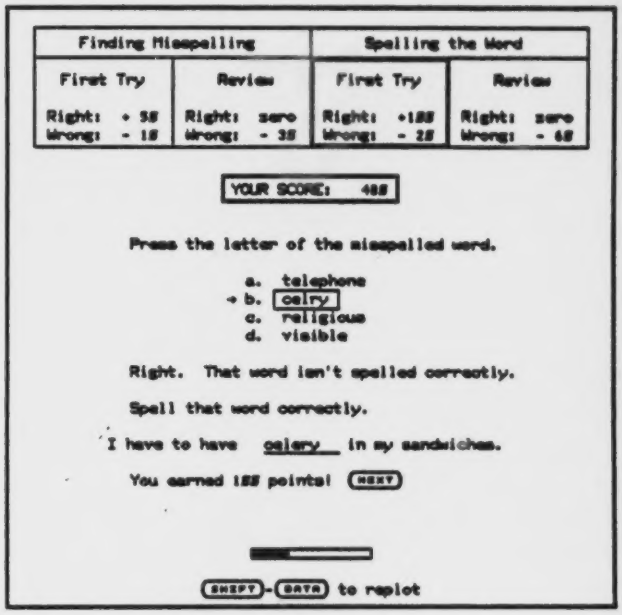

Figure 2

In Memoriam
Friend George
Your son, Tom
Pardoned: 2
Executed: 2
"...yawn..."
** Press SHIFT/LAB to confess **
Determine the 9 letter word below or watch someone swing!
You have 4 wrong guesses left.....
s y l l a _ l e s
Letters Missed o i u g t n

Figure 3

APPENDIX A

Alphabetical List of Files

Used in

Instructor's Guide
to the
CCA Basic Skills Spelling Curriculum

File Name	Page Number
affixes1	7
doubling	3
finale	1
spell1	9
spell2	12
spell3	15
spell4	18
ytoi	5